

New Program Review Form
Private Institutions of Higher Education

Institution Furman University **Proposed Program** Ed. S. Educational Leadership

Review Team Dr. Edward Cox *Chair*
Dr. Betty Garrison
Dr. Mary B. Martin

Review Date March 3, 2010

Components	Met	Met With Conditions	Not Met
I. Cover Sheet A. Name of proposing institution B. Title of the proposed program C. Date of submission D. Signature of CEO of institution E. Contact person – Title/Email/Phone/Fax	I. Yes		
II. Program Overview A. Classification 1. name of proposed program 2. academic unit involved* 3. designation, type and level of degree 4. proposed date of implementation 5. classification of Instructional Programs (CIP) code 6. identification of program as <i>new</i> or <i>modification</i> 7. delivery mode	II. A. Yes		
B. Justification for the program 1. program purpose and long range goals 2. need for the program 3. centrality of the program to the institutional mission 4. conceptual framework summary 5. relationship of the program to other programs within the institution and to other SC institutions of higher education 6. similarities or differences between proposed program and those with like objectives offered at other institutions including discussion of like programs within the state, region, and nation (Public IHEs only)	B. Yes		

Components	Met	Met With Conditions	Not Met
C. Enrollment <ol style="list-style-type: none"> 1. admissions criteria specific to the program 2. table for projected total enrollment for first five years 3. discussion of process by which estimates were made 4. table for estimated new enrollment by headcount & credit hours 	C. Yes		
D. Curriculum <ol style="list-style-type: none"> 1. sample curriculum for undergraduate programs and for graduate programs that will use a required core of courses 2. brief explanation of assessments of student learning outcomes (Public IHE's only) 3. a list, with catalog descriptions, for all new courses that will be added 	D. Yes		
E. Faculty <ol style="list-style-type: none"> 1. table detailing the rank and academic qualifications of each staff member involved in the program (identified only by rank and not by name) 2. enumeration and discussion of necessary qualifications of new faculty 3. proposed changes in assignments of existing faculty 4. institutional plan for faculty development as it relates to proposed program 5. institutional definition of full-time equivalents (FTE) 6. table of headcount and FTE for administrators, faculty, and staff for five years for the proposed program 	E. Yes		
F. Physical plant <ol style="list-style-type: none"> 1. adequacy of existing physical plant for the first five years of the proposed program 2. additional physical plant requirements, including modifications 	F. Yes		
G. Equipment -- major equipment items needed for first five years	G. Yes		
H. Library resources	H. Yes		
I. Accreditation, Approval, Licensure, or Certification <ol style="list-style-type: none"> 1. brief description of the accreditation or approval process 2. brief description of ways in which the proposed program will insure that certification will be achieved by graduates 3. brief description of how the proposed program addresses national SPA standards (See #4) 4. brief description of how the proposed program addresses state P-12 content standards 5. concise description of how advanced programs address the core propositions of the NBPTS 	I. Yes		

Components	Met	Met With Conditions	Not Met
J. Articulation 1. entry path for students from two-year institutions into four-year institutions as possible 2. statement of how the proposed program leads to a terminal degree	J. Yes		
K. Estimated Cost 1. table for estimated new expenditures necessary annually for the first five years 2. statement as to whether or not "unique costs" or other special state appropriations will be required or requested (Public IHE's only)			
L. Institutional approvals (academic provost approval, etc.)	L. Yes		
<hr/>			
III. South Carolina State Department of Education Requirements Description of the ways in which the new program will meet <u>all</u> state requirements as outlined in the <i>Policy Guidelines for South Carolina Educator Preparation Units</i> , including the following: A. ADEPT B. Assessment plan C. Diversity plan D. EEDA E. Field and clinical experiences, including number of hours and integration of ADEPT and/or PADEPP F. PADEPP (If applicable) G. PreK-12 academic standards H. Program admission requirements (Initial & Advanced) I. South Carolina Safe School Climate Act J. Standards of Conduct	A. Yes B. Yes C. Yes D. Yes E. Yes F. Yes G. Yes H. Yes I. Yes J. Yes		
<hr/>			
IV. NCATE and SPA Standards, and Assessments Download the NCATE Program Report for the content area and complete the following using the program standards: A. context B. list of assessments (completion of chart) C. relationship of assessments to standards (completion of chart) D. planned evidence for meeting standards E. planned use of assessment results to improve candidate and program performance F. changes or additions to the program (For program modifications only)	A. Yes B. Yes C. Yes D. Yes E. Yes		

Institution _____

Date _____

Overall Finding (Team Consensus)

XXX ☐ Approved

☐ Approved with Conditions

☐ Not approved

**South Carolina Department of Education
New Program Proposal for Educator Preparation Programs**

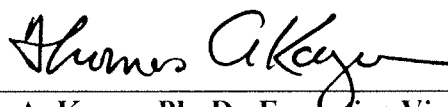
COVER SHEET

Furman University


**Educational Specialist (Ed. S.) Program
in Educational Leadership**

January 28, 2010

Date of Submission



Thomas A. Kazee, Ph. D., Executive Vice President and Provost



Nelly Hecker, Ph. D., Chairperson, Education Department

Institutional Contact Person:

Troy M. Terry, Ph.D.

Director of Graduate Studies in Education

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II. PROGRAM OVERVIEW

A. CLASSIFICATION

- 1) Educational Leadership Program
- 2) Furman University
Professional Education Unit
Graduate Studies in Education
- 3) Education Specialist Degree (Ed. S.) in Educational Leadership
- 4) August 2010 (OR August 2011)
- 5) CIP – 13.0411 Superintendency / Educational System Administration
- 6) New Program
- 7) NO. Does not qualify for supplemental scholarships
- 8) Delivery – Traditional instruction

B. JUSTIFICATION FOR THE PROGRAM

- 1) Program purpose and long range goals:

The Ed. S. degree program in Educational Leadership is designed to provide instructional service and leadership candidates with further specialization in the field of educational administration. As the highest degree granted by Furman University, the Ed. S. program is designed to prepare students who are advanced scholars and leaders in education. The degree is a post-master's degree program for experienced teachers, school and district administrators, and other educators who seek to develop their potential and competencies; who are committed to the improvement of PK-12 education, especially at the school and district level; and who aspire to be lifelong researchers and leaders in their organizations. The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

Goal 1: To advance Furman's mission to create scholars and leaders.

Goal 2: To meet the needs of Furman alumni in School Leadership and other master's degree holders in school administration who seek course work beyond the master's degree level and wish to add Superintendent's certification.

Goal 3: To provide an advanced degree program grounded in ELCC standards, understanding that the central responsibility of leadership is to improve teaching and learning.

Goal 4: To prepare candidates who have the knowledge, skills, and attributes required of school leaders in today's workplace.

Goal 5: To create, implement, and refine a program that meets the ELCC standards for School District Leadership in a just and democratic society.

- 2) Need for the program:

A number of changing dynamics, from social, economic, demographic, and structural, are impacting the fate of schools across our country. This is compounded in South Carolina by continuing economic factors and severe budget short-falls. Additionally, schools and school districts are beset by increasing expectations for student achievement as measured on standardized tests, social and family modifications, pacing instruction using the rapidly advancing new technologies, and increased change in school systems, including

privatization and deregulation in the form of private, charter, and online schools. All of these factors create unusual demands for school leaders while also presenting them with unique and exceptional opportunities. Based on recent survey data of program completers (**Attachment 1**), Furman's Office of Graduate Studies ascertained that many of our graduates in School Leadership are seeking an advanced degree program grounded in the same knowledge, skills, and concepts as our NCATE-accredited master's degree programs. Many of these students, who seek or have found positions at the school and district level, wish to advance their studies in a program that provides its candidates the capacity to manage change and to create collaborative action on behalf of student results. Of the 98 alumni who responded to the survey, 63.9% were interested in enrolling in an Ed. S. degree program at Furman. This program creation and submission is a direct response to alumni, and school and district partner requests.

3) Centrality of the program to the institutional mission:

The Mission of Furman University's Graduate Studies Program in Education is to provide a distinctive graduate education experience to professional educators in Upstate South Carolina. By nurturing a commitment to independent thought and lifelong learning, Furman seeks to produce teachers and administrators who are grounded in the traditional sources of knowledge and are yet capable of devising new solutions to the problems facing professional educators today.

The following statements express the philosophical foundation of the graduate program in educational leadership and constitute the principles that guide the program of study in relation to the university, our community, and our nation:

- The central responsibility of educational leadership is to improve teaching and learning.
- Leadership is active, not passive. It is collaborative and inclusive, not exclusive.
- Leadership preparation requires the cultivation of professional competence through bridging experiences and clinical practice as well as classroom performance activities.
- Principals, supervisors, curriculum directors, and superintendents increasingly need to take initiative and manage change. They must build a group vision, develop quality educational programs, provide a positive instructional environment, apply evaluation processes, analyze data and interpret results, and maximize human and physical resources. They also must generate public support, engage various constituencies, and mitigate value conflicts and political pressures.
- Leadership includes an ethical dimension versed in social justice because principals, superintendents, and other leaders are moral agents responsible for the welfare and development of students.
- The application of knowledge and the development, integration, and practice of professional skills are key components to this program of study.
- Any advanced program in educational leadership should prepare candidates in ways that include three dimensions: 1) Awareness, 2) Understanding, and 3) Capability.

4) Conceptual framework summary:

A theme in the Conceptual Framework created by the Professional Education Unit at Furman is the "preparation of educators who are scholars and leaders." This theme is interwoven between the undergraduate, post-baccalaureate, and graduate programs of study. This theme also reflects the mission of the national Network for Educational

Renewal for schooling in a democracy and the four moral dimensions of teaching that support that mission: acculturation of youth into a democracy; access to knowledge by all learners; providing a nurturing pedagogy; and leadership and stewardship of schools. (Please see Conceptual Framework in **Attachment 2**). The goal of Furman's advanced graduate program in Educational leadership then will be to continue the theme set forth in the conceptual framework and prepare school leaders who understand the active need to improve teaching and learning from a global perspective.

- 5) Relationship of the Program to other programs within the institution and to other SC institutions of higher education.

The Education Specialist degree program in Educational Leadership at Furman will be the advanced superintendent's licensure program and will build upon the Master of Arts degree with a concentration in School Leadership. Administration of Furman's graduate program is the responsibility of the Office of Graduate Studies with supervision by the Director of Graduate Studies, who is also chair of the Graduate Council, the governing board for all graduate programs at Furman. The Director of Graduate Studies is appointed by and responsible to the Chair of the Education Department and acts as a liaison between the Graduate Council, the Education Department, and other departments offering courses for graduate credit. The Graduate Council includes a representative from each department offering a graduate degree or concentration. Additionally, the director of the Library and two members of the faculty-at-large are appointed by the University nominating committee to serve on the Graduate Council. The Program Chart in **Attachment 3** shows the relationship of the advanced licensure program(s) to the administration and to other licensure programs at Furman University.

The knowledge base of the Educational Specialist Degree program in Educational leadership at Furman is shaped by and reflected in the philosophy, goals, and objectives of the National Policy Board for Educational Leadership and the Educational Leadership Constituent Council's national standards. Furman's program will accept candidates from nationally accredited peer institutions who meet the admission standards and reflect Furman's mission for scholarship and leadership.

The program is also informed by recommendations, texts, national reports, and position papers included in **Attachment 4**.

C. ENROLLMENT

- 1) Admissions criteria specific to the program:

In order to be admitted to the Educational Specialist degree program in Educational Leadership at Furman University, a candidate must have:

- A Master's degree in school leadership or educational administration and supervision from an accredited college or university
- A graduate minimum GPA of 3.0 or higher
- A valid South Carolina Professional Certificate at the elementary, middle, or secondary level in elementary administration and supervision or secondary administration and supervision.
- Minimum qualifying score of 590 on the Praxis II area examination in Educational Administration, as required by the State Board of Education
- Two completed recommendations by current or former supervisors, or persons familiar with the candidate's leadership qualifications

- Completed the graduate application form
- Official transcripts from all colleges/universities attended

2) Table for projected enrollment for the first five years:

2011-12		2012-2013	2013-2014	2014-2015	2015-2016
15		15	15	20	20
		18	18	18	20
			20	20	20
TOTALS	15	33	53	58	60

3) Discussion of the process by which estimates were made:

The Ed. S. Planning committee in concert with the Director of Graduate Studies discussed the first enrollment groups and their matriculation. It was decided to have a fall-only admission for each new cohort annually. The first group will purposely be kept small, at no more than 15 students, increasing to 18 for the second cohort in year 2, and to 20 students for each cohort thereafter. It is estimated completion of the program will take three years.

4) Table for estimate of new enrollment by headcount and credit hours:

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
Headcount	credit hours	Headcount	credit hours	Headcount	credit hours	Headcount	credit hours	Headcount	credit hours
15	180	18	216	20	240	20	240	20	240
		15	180	18	216	20	240	20	240
				15	135	18	162	20	180
15	180	33	396	53	591	58	642	60	660

D. CURRICULUM

1) Program of Study
(33 Credits)

Recommended sequence of courses:

Concentration courses:

- EDSL 851: Interpersonal and Group relations in Education (3)
 EDSL 852: Data Analysis for Educational Leadership (3)
(Pre-requisite: EDFD 604 or the equivalent)
 EDSL 853: School Personnel Administration (3)
 EDSL 854: Leadership for Social Justice (3)
 EDSL 855: Leading School Renewal (3)
 EDSL 856: School Facilities Planning (3)
 EDSL 858: Evaluation of School Programs and Personnel (3)
 EDSL 859: The Superintendency (3)
(Pre-requisites: EDSL 851-858)
 EDSL 975: The Superintendency in Practice (internship) (3)
(Pre-requisite: EDSL 859)
 EDSL 976: The Superintendency in Practice (internship) (3)
(Pre-requisite: EDSL 975)

Exit Requirements:

EDSL 879: Advanced Seminar in Educational Leadership and Research: Topics in Finance, Law & Policy (3)
(taken concurrently with EDSL 975: Must be the last courses in the degree program.)

2) Brief explanation of the assessments of student learning outcomes:
(in NCATE section)

3) Catalog description of all new courses:

EDSL 851 - Interpersonal and Group Relations in Education (3)

This course is a study of individual and group behavior in organizations. Emphasis is on interpersonal skill development and skill assessment which, in conjunction with findings from theory, research, and practice, enable candidates to reflect on themselves as leaders.

EDSL 852 - Data Analysis for Educational Leadership (3)

The course builds upon students' prior experience in analysis and interpretation of basic and inferential statistical procedures with a more refined focus on practical applications for management in educational settings. Advanced data analytic procedures for inference, modeling, and forecasting will be emphasized. The course includes use of both Excel and SPSS. [prerequisite: EDFD 604 or the equivalent]

EDSL 853 - School Personnel Administration (3)

This course focuses on identifying, analyzing, and developing effective methods of personnel administration, with an emphasis on human resources responsibilities and functions occurring at the school district office level. Topics include human resource planning, policies, recruitment, selection, induction, evaluation, and professional development.

EDSL 854 - Leadership for Social Justice (3)

A course designed to provide a contemporary and prospective examination of the social, cultural, political, economical, and philosophical contexts from which the current issues that affect schools and schooling have evolved. This course is for individuals desiring advanced careers as educational leaders and superintendents, and as such, requires critical thought and systematic reflection. Students will be introduced to a variety of ideas, values, and beliefs surrounding social life, cultural identity, educational reform, and some historical practices. They will then be challenged to explore these constructs from numerous diverse and changing perspectives.

EDSL 855 - Leading School Renewal (3)

A course designed to examine the research and the processes that are important and significant for school improvement. Concepts that will be included in this course are defining school renewal and exploring conditions for its success; using data as a tool to enhance decision-making processes for school improvement; understanding school culture and its relationship to school renewal; identifying legislative mandates that govern school reform; and, understanding the processes of continuous systemic school improvement planning.

EDSL 856 - School Facilities Planning (3)

A course designed to equip advanced educational leaders to improve the knowledge base, skills level, and communications practices among the various groups involved in planning, designing, constructing, using, and managing educational facilities. To introduce concepts that encourage people who plan and design physical learning environments to become more responsive to students' needs and community cultures.

EDSL 858 -Evaluation of School Programs and Personnel (3)

This course is a study of the requirements, practices, procedures, and problems of administrative evaluation of school programs and personnel. The course provides a broad survey of educational evaluation theory, standards, models, approaches, and practice, with a focus on practical guidelines for planning, conducting, and using evaluations to review and improve instruction and the performance of personnel.

EDSL 859 - The Superintendency (3)

This course is a study of the leadership and management roles, responsibilities, opportunities, and challenges of the district superintendent and other district level administrators. The course examines the knowledge, skills, and dispositions that superintendents must develop to effectively lead and manage change in a school district. Emphasis will be placed on the relationship between the superintendent and the local school board as they deal with policy, policy administration, leadership roles, and community relations.

EDSL 975 - The Superintendency in Practice (3)

This course provides for the first part of a yearlong internship in which candidates participate in planned district level leadership and management field experiences. Based primarily on the Educational Leadership Constituent Council (ELCC) standards, the internship will engage candidates in experiences designed to bring the relationship of theory and practice into focus. Attendance at seminars on campus is required. Candidates will receive a letter grade at the end of each term. *[prerequisites: EDSL 851 - 858]*

EDSL 976 - The Superintendency in Practice (3)

This course provides for a continuation of a yearlong internship in which candidates participate in planned district level leadership and management field experiences. Based primarily on the Educational Leadership Constituent Council (ELCC) standards, the internship will engage candidates in experiences designed to bring the relationship of theory and practice into focus. Attendance at seminars on campus is required. Candidates will receive a letter grade at the end of each term. *[prerequisite: EDSL 975]*

EDSL 879 - Advanced Seminar in Educational Leadership and Research: Topics in Finance, Law, and Policy (3)

This course is designed to coincide with the second term of the Superintendency in Practice (EDSL 976) and serves as the culminating experience in the Ed. S. Program. Seminar meetings will be held to share experiences, engage in discussions related to practice in educational leadership/administration, student services, and the development of plans and policies for the individual school districts in which the candidates are serving.

E. FACULTY

1) Table detailing the rank and academic qualifications of each faculty member involved in the program identified only by rank and not by name:

Faculty Rank	Highest degree, Field & University	Assignment: Role of the faculty member	Tenure track (y/n)	Scholarship/Leadership in Professional Associations, and Service: list up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools
Professor	Ph.D. Curriculum & Instruction, Duke Univ.; Post-Doc. Ed Admin. – USC Columbia	Professor and Coordinator, MA Program in School Leadership and Proposed Ed. S. in Educational Leadership	Yes	University Discipline Committee, Furman Univ., 08 - Policies and Procedures Committee, Furman, Univ., 09 - Teacher Education Admissions Committee, Dept. of Ed., Furman Univ., 2006 - <i>Graduate Greenville</i> , in partnership with Greenville County Schools, the United Way of Greenville County, and the Alliance for Quality Education, 2007-2008 Presenter for Training Session, Aspiring Administrators Program, Richland County School District One, 2006	Teacher of English and Music - Middle and High School - 6 years Elementary Principal - 5 years Assistant Superintendent for Instruction - 2 years Associate Superintendent for Instruction and Personnel - 2 years Deputy Superintendent - 3 years Superintendent - 4 years
Administrator	Ph.D. – Educational Leadership, Clemson University	Director of Graduate Studies in Education	No	Executive Committee, Council of Southern Graduate Schools (2009-2013); Membership Committee – Council of Graduate Schools, 2006-2009, Chair – 2008-09; Member, SDE District External Review Team, Sumter 2, 2008; Contributing Editor – <u>The ClearingHouse</u> , 2009- present.	Elementary Principal – 4 years; Middle School Asst. Principal – 5 years; HS English teacher – 9 years; Adjunct instructor of service-learning, Curriculum and writing – Furman University, Clemson University, Greenville Technical College
Clinical Professor	Ph.D – Educational Leadership, Clemson University	Faculty – MA School Leadership and proposed Ed.S. in Educational Leadership	No	Coordinate Upstate Schools Consortium for 20 school districts and 3 private institutions;	Elementary Principal – 7 years; Elementary Assistant Principal 4 years; Instructional Coach 2 years; Adjunct instructor in Educational Leadership – Clemson University.
Asst. professor	Ph.D. – Educational Research and statistics, State University of New York at Albany	Faculty	Yes	- had several publications in peer reviewed journals and numerous conference presentations at national conferences such as AERA and APA.	served as a program evaluator of school grants for three years

Admin- istrator	M.A. – English, Northeast Louisiana University, M.A. – School Leadership, Furman Univ.	Assistant Director of Graduate Studies in Education	No		Middle School Assistant Principal—4.5 years; ADEPT Teacher Leader/Evaluator—3 years; HS English Teacher/Dept Head—13 years; Director G/T program—3 years; Adjunct instructor, Technical Writing— Greenville Technical College
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2) Proposed number of new faculty and discussion of necessary qualifications:

One new clinical faculty member is proposed to be added in the third year of the program. Expected qualifications are a terminal degree in the field, a minimum of 5 years experience as a school and/or district administrator, and prior experience as an instructor or teacher at the master's level or above.

3) Proposed changes in assignments of existing faculty:

Professor : Year 1- 2 overload sections; Year 2- 1 overload section; Year 3 – will give up two master's level sections to adjunct faculty; Year 4 – will give up an additional master's level section to new clinical faculty member. Will have 3 sections in Ed. S. program and 2 in MA. Year 5 – same as year 4.

Administrator: Year 1 – 1 new Ed. S. section; Year 2 – 1 MA section assigned to adjunct, 2 Ed. S. sections; Years 3-5, same as year 2, except 1 MA section is picked up by new clinical faculty member in year 3.

Clinical Faculty: Year 1 – same; Year 2 – 1 overload section in Ed. S. program; Year 3 – 1 overload section in Ed. S. program; Year 4 – 1 MA section assigned to new clinical faculty member; Year 5 – same as year 4.

Asst. Professor: Year 1 – 1 Ed. S. section, 1 MA section assigned to adjunct; Years 2-5 – same as year 1.

Asst. Administrator: Year 1 – 1 MA section; Year 2 – 2 MA sections; Years 3-5, same as year 2.

4) An Equal Opportunity/Affirmative Action employer, Furman affirms its commitment to nondiscrimination in its employment policies and practices. In year two of the proposed program, the Director of Graduate Studies and the Coordinator of the Educational Leadership program will advertise for a clinical faculty position in Educational Leadership. Preferences will be given to candidates with a terminal degree in the field and those with school (k-12) or district administrative leadership experience. The candidate must hold the superintendent's certification for South Carolina or its equivalent. Once a candidate is selected for the clinical faculty position, the candidate will receive the required institutional training provided by the Office of Human Resources. In addition, the Director of Graduate Studies and the lead faculty member will also serve as mentors for the first two years of employment. The Candidate will be provided with the program proposal as well as the NCATE document of program assessments. Training will be provided on the ELCC/ISLC standards and their implementation within the program. Any courses or internships that will become the responsibility of this new faculty member will be supervised and assisted by the Director of Graduate Studies during the first three years of employment or until such time as deemed unnecessary.

5) Institutional definition of full-time equivalents (FTE):

Furman University considers one FTE to be the equivalent of five, 3-4 credit courses over the regular nine-month school year (Fall and Spring Semesters). May Experience and Summer teaching are not part of the regular FTE.

6) Table of headcount and FTE for administrators, faculty and staff for five years of the program:

	Fall Sections	Fall predicted enrollment	Spring Sections	Spring predicted enrollment	Summer Sections	Summer predicted enrollment
YEAR 1	1	15	1	15	2	30
YEAR 2	2	33	2	33	4	66
YEAR 3	3	53	4	68	4	76
YEAR 4	3	58	4	76	4	80
YEAR 5	3	60	4	80	4	80

Year 1	Fall Sections	Staffing FTE	Spring Sections	Spring FTE	Summer Sections	Summer FTEs
Administrator					1	1FTE
Professor/Coordinator	1	1 FTE				
Clinical Faculty					1	1FTE
Assistant Professor			1	1 FTE		
New Clinical faculty						
Year 2	Fall Sections	Staffing FTE	Spring Sections	Spring FTE	Summer Sections	Summer FTE
Administrator			1	1 FTE	1	1 FTE
Professor/Coordinator	1	1 FTE			2	2 FTE
Clinical Faculty	1	1 FTE			1	1 FTE
Assistant Professor			1	1 FTE		
New Clinical faculty						
Year 3	Fall Sections	Staffing FTE	Spring Sections	Spring FTE	Summer Sections	Summer FTE
Administrator			1	1 FTE	1	1 FTE
Professor/Coordinator	2	2 FTE	1	1 FTE	2	2 FTE
Clinical Faculty	1	1 FTE			1	1 FTE
Assistant Professor			1	1 FTE		
New Clinical faculty			1	1 FTE		

Year 4	Fall Sections	Staffing FTE	Spring Sections	Spring FTE	Summer Sections	Summer FTE
Administrator			1	1 FTE	1	1 FTE
Professor/Coordinator	1	1FTE	1	1 FTE	2	2 FTE
Clinical Faculty	1	1 FTE			1	1 FTE
Assistant Professor			1	1 FTE		
New Clinical faculty	1	1 FTE	1	1 FTE		
Year 5	Fall Sections	Staffing FTE	Spring Sections	Spring FTE	Summer Sections	Summer FTE
Administrator			1	1 FTE	1	1 FTE
Professor/Coordinator	1	1FTE	1	1 FTE	2	2 FTE
Clinical Faculty	1	1 FTE			1	1 FTE
Assistant Professor			1	1 FTE		
New Clinical faculty	1	1 FTE	1	1 FTE		

F. PHYSICAL PLANT

1) Adequacy of existing physical plant for the first five years:

The Education Department and Graduate Studies in Education are housed in Hipp Hall on the Furman campus. The new facility, the first LEED-certified educational facility on a college campus in South Carolina, was completed in 2003. Classes in the graduate program are held in the evenings during the regular semesters and during the summer when regular undergraduate courses are not held. There is sufficient space to house up to an additional 11 sections on campus each year. If the administration chooses to move all or part of the program off-campus, sufficient space is available with our university partners at the University Center of Greenville, where current graduate and undergraduate evening courses are already being offered.

2) Additional physical plan requirements, including modifications: NONE

G. EQUIPMENT – no additional major equipment items will be needed to facilitate the program in the first five years.

H. LIBRARY RESOURCES

The Furman University Libraries contain more than a million items, including over 400,000 bound volumes, the complete ERIC microform collection, and access to articles in 14,000 print and online journals. Students can search over 100 research databases, including Educational Full text and ERIC. Access to the library catalog, databases, and online journals is available off campus through a Furman network login account. A current Furman ID is required to check out books and other items. Items not available in the Furman library may be borrowed via a consortium of South Carolina academic libraries, called Pascal Delivers, and interlibrary loan at no charge. The James B. Duke library serves as the main campus library and houses materials on education and children's literature as well as curriculum collections.

In the 2006 onsite review of Furman's Professional Education Unit, NCATE reviewers cited the James B. Duke Library as a key asset to the unit's teacher education program and master's degree programs in education. The campus-based and online resources of the Furman Library are more than adequate to support the scholarship of Educational Specialists degree candidates in Educational Leadership.

I. ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION

(Not applicable – public institutions only)

J. ARTICULATION

(Not applicable – program does not lead to a terminal degree)

K. ESTIMATED COSTS

(Not applicable – public institutions only)

L. INSTITUTIONAL APPROVALS

(See following 2 pages)



FURMAN

January 28, 2010

Damara Hightower-Davis, Ed.D.
South Carolina Department of Education
Office of Educator Preparation, Support, and Assessment
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 320
Columbia, SC 29204

PROVOST AND EXECUTIVE VICE PRESIDENT

Furman University
3300 Poinsett Highway
Greenville, S.C. 29613-6666
864.294.2200
Fax: 864.294.3949

Dear Dr. Hightower-Davis:

Furman University is pleased to endorse the proposal for an Educational Specialist degree (Ed. S.) in Educational Leadership that the Education Department is submitting for approval by the Professional Review Committee of the State Department of Education.

The program of graduate studies in Education at Furman University meets the needs of educators across South Carolina. Over time, it has assisted thousands of teachers and administrators who wished to earn graduate degrees in their respective fields. Responding to a recent needs assessment conducted in the region, a significant number of graduates in School Leadership – most of whom serve as administrators and teacher leaders – have requested that Furman develop a program so they could add district level certification as coordinators, directors, or superintendents. We believe that our proposed program meets a legitimate need for alumni and friends of Furman. Furman University can provide the academically rigorous and supportive experience that educational leaders need in order to serve our public schools effectively.

Please feel free to contact my office if you require additional information. Thank you for your assistance.

Sincerely,

Thomas A. Kazee, Ph.D.
Executive Vice President and Provost



FURMAN

January 25, 2010

DEPARTMENT OF EDUCATION

Damara Hightower Davis, Ed.S.
South Carolina Department of Education
Office of Educator Preparation, Support, and Assessment
Division of Educator Quality and Leadership
3700 Forest Drive, Suite 320
Columbia, SC 29204

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Greenville, S.C. 29613-1134
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Fax: 864.294.3341

Dear Dr. Hightower Davis :

The Education Department is pleased to submit the enclosed proposal for an Educational Specialist degree (Ed. S.) in Educational Leadership to the Professional Review Committee of the State Department of Education. It was a privilege to collaborate with faculty and Upstate colleagues as this project took shape. We look forward to participating in the implementation of such a worthy undertaking.

In justifying the need for the program, we explain that a significant number of Upstate educators have expressed willingness and desire to develop additional competencies and become exemplary practitioners. In developing an engaging and rigorous program, we address the standards established by the Educational Leadership Constituent Council (ELCC) and the National Council for Accreditation of Teacher Education (NCATE). Participants will be able to add district level certification as coordinators, directors, or superintendents. They will be taught by faculty who are well-known for their expertise and dedication to the field.

Please feel free to contact us if the reviewing process requires additional information. Thank you for your assistance.

Sincerely,

Nelly Hecker, Ph.D.
Chair, Education Department

III. South Carolina Department of Education Requirements

A. ADEPT

ADEPT standards and guidelines are implemented as part of the Professional Education Unit's overall plan and are assessed within the Unit Assessment Plan. Master of Arts candidates in Education with a concentration in school leadership must have completed the ADEPT (or SAFE-T) process and have earned the 'professional level' certificate before they begin taking courses within the concentration. These candidates in school leadership are strongly encouraged to obtain ADEPT evaluator training and certification.

The new proposed Ed.S. degree program in Educational Leadership will also support ADEPT and SAFE-T by encouraging degree candidates to become evaluators and mentors using the ADEPT Connections for Mentors (ACM) Matrix. Designed for use by mentors, administrators, IHE supervisors, and coaching teachers, the ACM Matrix is a terrific tool to help guide conversations and collaborations with beginning teachers and teacher candidates. Focused on each of the thirty-four key elements of the ADEPT Performance Standards for Classroom-Based Teachers, the ACM Matrix connects performance expectations with practical suggestions for mentoring opportunities and activities. This matrix, and knowledge of the ADEPT/SAFE-T process, will be included as course content in EDSL 855-Leading School Renewal and in EDSL 858- Evaluation of School Programs and Personnel.

B. ASSESSMENT PLAN

The annual ongoing review of program assessments will be a part of the Professional Education Unit's plan (cited below). The new Ed. S. program in Educational Leadership will meet ELCC and ISLCC standards as required by NCATE and course and program assessments are highlighted in the following section IV: NCATE and SPA standards:

(from the Professional Education Unit's annual plan, July 1, 2009)

The structure for implementing the assessment system and providing regular and comprehensive data pivots on the Unit's Program Review Committee, which is a standing committee of the Education Department. The Program Review Committee is appointed by the Department Chair (Unit Head) for a minimum of a three-year, renewable term and is comprised of faculty members from undergraduate and graduate program areas, and the Education Analyst (the latter's duties include data management and analysis). The Department Chair and Director of Graduate Studies serve in an ex-officio capacity.

The Program Review Committee is responsible for annual review and analysis of the Unit Assessment System data, primarily as it relates to changes that may be indicated by trends noted through longitudinal study (three-five years). Recommendations based on the review and analyses are presented to the Department of Education for consideration and action each fall. The recommendations are forwarded to the Teacher Education Committee or the Graduate Council, specific departments with certification programs, and/or specific faculty members who teach professional education courses, for their consideration.

The Education Analyst collects and summarizes data, creates reports and visual displays of data. Additionally, she serves as program auditor for candidates in the initial preparation programs. Furman University employs the data management system known as Datatel and tracking of candidate performance is managed in Datatel. Examples of data summaries and displays that may be referred to are: Undergraduate GPA data, alumni survey results, employer survey results, ADEPT scores for teaching interns, and ADEPT scores for teachers (graduates teaching in their second year).

At the continuing preparation and advanced program level (which will include the proposed Ed.S. program in Educational Leadership), candidate performance is tracked and managed in Datatel and may be reviewed on site. Summary reports are generated in Datatel at the end of each term and include: Graduate GPA data, admission to candidacy data, program completion/degree audit data, candidate practicum/internship survey data, EDFD879-conceptual framework survey data, Praxis II scores by concentration area for those submitted (generated annually), and, in the advanced program only, alumni survey results, and employer survey results.

The database contains screens with files on the following:

- candidates' GPA for program entry, major GPA, and program completion GPA
- candidates' basic demographic data
- candidates' transition point criteria/assessments met, with relevant grades or scores

The key linking field is the candidate student number. The relational database is used to produce displays and reports that can be exported into Excel for additional analysis. The system is also able to produce a profile on each candidate that can be used to identify his/her status in the preparation program and the requirements that need to be completed prior to moving into the next transition point. The Education Analyst is also able to create displays in Excel for support data received from external sources, (e.g. ETS, State Department of Education).

Further, since fall of 2004, we have been piloting the use of LiveText for key assessments that are based within courses (e.g. standards-based lessons and units, portfolios, projects, teacher work samples, reflections) and for exhibits of candidate work to support unit and program standards.

Furman University's Teacher Education Program prepares educators who are *scholars* and *leaders*. Our conceptual framework is constructed to address that preparation based on content knowledge, pedagogical skills, and dispositions. (Refer to our 2004 Annual Report for the list of conceptual framework standards.) Likewise, our assessment system collects data determining the extent to which candidate performance and program preparation reflect the development of scholarship and leadership, ADEPT standards, and national SPA standards.

The Unit made only two changes to its Performance Assessment System during the 2008-2009 academic year.

The Unit continues to operate a comprehensive assessment system that collects and analyzes data on applicants for admission to the preparation programs, candidate and graduate performance, and unit operations. Information is used to evaluate and improve the Unit and its programs.

Candidate performance is assessed at key transition points that are common to all initial preparation programs—program entry, program continuation, pre-Early Experience, transition to teaching internship, and program completion. Similarly, candidate performance is assessed at key transition points that are common to all continuing and advanced programs. Furthermore, the initial preparation programs all use the same basic set of criteria or evaluation measures with the addition of specific measures unique to each program.

Notes on the Performance Assessment System

1. As noted in last year's report, the Teacher Education Program began piloting a new evaluation procedure that solicits recommendations from more than one faculty member (when possible) of secondary candidates seeking admission into the program. This change has had positive results, allowing the Teacher Education Program to identify potential challenges that some candidates might face.
2. As also noted in last year's report, the Teacher Education Program began using a new instrument to assess its candidates, "Dispositions and Field Experience Evaluation." Initial analysis and triangulation of the data suggest that the instrument can indeed help the program identify individuals whose disposition might hinder them from being effective teachers and/or advocates for children and youth. The Program Review Committee will continue to monitor the data as they are collected. One minor revision that has already been made is to align the instrument to the South Carolina ADEPT Performance Standards.

Explanation of Charts:

Chart A reviews the key transition points within the continuing preparation programs, as well as the common assessment measures used in those programs.

Chart B reviews the key transition points within the advanced preparation programs, as well as the common assessment measures used in those programs.

Chart C reviews the relationships among the evaluation measures, databases, and the major use of each data set described by candidate, program, and unit levels.

Chart A

Common Assessment Measures Used in Continuing Preparation Programs

Continuing Programs	Program Entry-Initial Admission	Admission to Candidacy	Degree Audit Prior to enrolling in Practicum/ Internship	Program Completion	After Program Completion
Early Childhood Education, Learning Disabilities, Mental Disabilities, Emotional/Behavioral Disabilities, TESOL	<ul style="list-style-type: none"> • Earned Bachelor's Degree from an accredited college/university or from a teacher education program approved by the SDE • An undergraduate minimum GPA of 2.5 • Completed application form (GS1) • Two professional recommendations using forms provided by the OGS • Praxis II scores for all areas of certification held at entry to the graduate program • Photocopy of current teaching certificate • Official transcripts mailed from each college • D1 resolved, if pertinent 	<ul style="list-style-type: none"> • Approved program of study (GS2) for the master's degree on file in the OGS • Completion of the Admission to Candidacy form (GS3) signed by current major professor or faculty contact • Completion of 9 hours of graduate course work with a GPA of 3.0 • Approval by the Graduate Advisor or Director for program continuation • D1 resolved, if pertinent 	<ul style="list-style-type: none"> • Completed Program Completion/Degree Audit Form (GS4) on file in OGS with faculty contact signature • Completion of all core and concentration courses in the program except the practicum and/or internship • Cumulative GPA of 3.0 or above on Furman's master's degree courses • D1 resolved, if pertinent 	<ul style="list-style-type: none"> • GPA of 3.0 on courses for the degree with no more than two grades of C • Successful completion of internship and/or practicum (minimum grade of B) and Completion of the self-assessment of knowledge, skills, and dispositions related to Furman's Conceptual Framework and the candidate's field of study) • Successful completion of EDFD 879: Master's Seminar (pass) • Completion of the Conceptual Framework Survey • Completion of Intent to Graduate Form (GS5) • Awarding of degree and recommendation for add-on certification 	<ul style="list-style-type: none"> • Alumni Survey • Praxis II scores in Concentration area

Chart B

Common Assessment Measures Used in Advanced Preparation Programs

Activity	Program Entry	Admission	Degree Audit	Program Completion	Exit
<p>School Leadership</p> <p>Literacy</p>	<ul style="list-style-type: none"> • Earned Bachelor's Degree from an accredited college/university or from a teacher education program approved by the SDE • An undergraduate minimum GPA of 2.5 • Completed application form (GS1) • Two professional recommendations using forms provided by the OGS • Praxis II scores for all areas of certification held at entry to the graduate program • Photocopy of current teaching certificate • Official transcripts mailed from each college • Three years teaching experience • D1 resolved, if pertinent 	<ul style="list-style-type: none"> • Approved program of study (GS2) for the master's degree on file in the OGS • Completion of the Admission to Candidacy form (GS3) signed by current major professor or faculty contact • Completion of 9 hours of graduate course work with a GPA of 3.0 • Approval by the Graduate Advisor or Director for program continuation • D1 resolved, if pertinent 	<ul style="list-style-type: none"> • Completed Program Completion/ Degree Audit Form (GS4) on file in OGS with faculty contact signature • Completion of all core and concentration courses in the program save the practicum/ internship • Cumulative GPA of 3.0 or above on Furman's master's degree courses • D1 resolved, if pertinent 	<ul style="list-style-type: none"> • GPA of 3.0 on courses for the degree with no more than two grades of C • Successful completion of the internship and/or practicum (minimum grade of B) and Completion of the self-assessment of knowledge, skills, and dispositions related to Furman's Conceptual Framework and the candidate's field of study • Successful completion of EDFD 879: Master's Seminar (pass) • Completion of the Conceptual Framework Survey • Completion of Intent to Graduate Form (GS5) • Awarding of Master of Arts degree and recommendation for advanced certification 	<ul style="list-style-type: none"> • Alumni Survey • Employer Survey • Praxis II scores in Concentration area

Chart C

Integrated Sets of Evaluation Measures, Levels of Assessment, and Use of Data

Level	Data Sets	Database	Use
Candidate Assessment	<ul style="list-style-type: none"> • Course assessments reflecting the conceptual framework, SPA, state, and national standards (e.g. portfolios) • Course grades • GPA in major and cumulative • Field and clinical practice evaluations (including ADEPT) • Disposition assessments • Unit Work Samples • Candidate reflections • Praxis I, II, PLT 	<ul style="list-style-type: none"> • Datatel is the university system that permits the Unit to create screens for tracking of required courses, course grades, GPA, and key assessments in the candidate performance assessment system, including Praxis scores. Reports are routinely generated. 	<ul style="list-style-type: none"> • Feedback to candidate • Feedback to Teacher Education Program for making decisions on program entry, continuation, and completion
Program Evaluation	<ul style="list-style-type: none"> • Each data set above can be aggregated by program area • Candidate evaluations of courses, faculty, field and clinical experience placements • Cooperating teacher evaluation of teaching internship • Focus group feedback from teachers and district personnel • Candidate exit evaluation • Alumni survey • Employer survey • SPA reports 	<ul style="list-style-type: none"> • Reports can be generated by program area as well as by year. • Qualitative data collected are documented and archived in LiveText. 	<ul style="list-style-type: none"> • Aggregated data are used to identify trends and need areas for improvement in programs • Aggregated data are used to identify inconsistencies among the curriculum, conceptual framework, SPA, state, and national standards
Unit Evaluation	<ul style="list-style-type: none"> • Candidate critiques and their resolutions • Diversity data for students, faculty, and professional community • Recruitment and retention data • Faculty qualifications and performance • Unit leadership qualifications and performance • Financial, technological, material, and administrative support 	<ul style="list-style-type: none"> • Reports can be generated by program area as well as by year. • Faculty self-reports and evaluations by Unit Head. • Report from library on annual budget, expenditures, and subscriptions. 	<ul style="list-style-type: none"> • Data are used to increase unit effectiveness • Data are used for external reports (Title II, AACTE/NCATE annual reports, annual reports to the State Department of Education) • Faculty data are used for tenure/promotion decisions and merit pay • Chair data are used for re-appointment • Resource data are used to support program area curricula and instruction

Common Rubric Used Throughout the Performance Assessment System

Originally based on the generally accepted rubric recommended by McLaughlin and Vogt (1996), the Teacher Education Program has implemented a three-level scoring guide that is used for course assessments as well as other key assessments in the candidate performance assessment system. Significant adaptations were made after two years of initial implementation. In most education courses, grades are based on the three levels, with specific standards-based criteria. For scoring purposes on key assessments a 1, 2, 3 rating has been used in order to have a quantitative output. One (1) relates to “does not meet standard,” two (2) to “meets standard,” and three (3) to “exceeds standard.” In some cases the term “expectation” is used in place of “standard.” Below are the holistic explanations associated with each level.

Exceeds Standard: well organized and thorough; professional in presentation and appearance; demonstrates high level of critical thought/analysis; imaginative, creative, and/or unique; substantial application to own teaching; goes above and beyond requirements or standards; demonstrates both breadth and depth of understanding. Requirements that exceed expectations demonstrate that the candidate shows awareness of the task or standard, gives explanations and analyses, and connects the requirement to their teaching/learning situation. Reflections demonstrate how the requirement has moral/ethical implications for teaching. Such a performance deserves to earn the grade of A+, A or A- (or a numerical correlate of 3).

Meets Standard: well organized and complete; effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the classroom; clearly shows connections; detailed; thoughtful and supported with ideas. Requirements that meet standard demonstrate that the candidate shows awareness of the task or standard, gives explanations, and shows how the requirement applies to their teaching/learning situation. Such a performance deserves the grade of B+, B, B-, C+, or C (or a numerical correlate of 2).

Does Not Meet Standard: missing evidence or information; poorly organized; demonstrates only surface understandings; little evidence of application to their teaching/learning situation; poorly written or difficult to understand. Requirements that do not meet standard demonstrate the candidate shows a lack of awareness of the task and/or implications for teaching. Such a performance deserves the grade of C- or below (or a numerical correlate of 1).

C. DIVERSITY PLAN

The annual ongoing review of program diversity will be a part of the Professional Education Unit's plan (cited below). The new Ed. S. program in Educational Leadership will meet ELCC and ISLCC standards for diversity as required by NCATE. Diversity, social justice, and ethical standards are key components of the goals of the new program (Section B, 1-4). The proposed new program course, EDSL 854 – Leadership for Social Justice, will provide curriculum and experiences to promote awareness of diversity issues and be cited in the Professional Education Unit's plan, once approved.

(from the Professional Education Unit's annual plan, July 1, 2009)

The Unit did not make any significant changes to its Diversity Plan during the 2008-2009 academic year. We continue to pursue Objectives 1-4, as listed below.

Notes on the Diversity Plan

1. As noted in last year's report to the State Department of Education with respect to Objective 1, the Teacher Education Program decided to modify the focus of the introductory foundations course ("Perspectives on American Education") to include a substantial amount of material highlighting the impact that poverty has on learning, teaching, and the school community. This modified focus now permits this course to count toward a newly developed Poverty Studies Concentration at Furman ("concentrations" are similar to minors). The Teacher Education Program is excited to be part of this innovative curricular undertaking (very few colleges/universities have academic programs focusing on poverty). These course modifications are now providing candidates with a greater understanding of the socio-economic diversity that characterizes most American communities and many public schools.
2. One member of the Teacher Education Program has begun an in-depth investigation of the South Carolina State Department of Education's requirements for providing anti-bullying information and strategies to prospective educators. A two-hour workshop on that topic for all Furman's senior teacher candidates is scheduled for August 20.

Objective 1: Continue to refine the components in the teacher education curriculum that prepare teacher candidates for understanding and acquiring a pedagogical repertoire for addressing cultural diversity in the student populations they are likely to teach.

Action Steps	Responsible Person(s)	Date
1. Continued efforts to refine the initial certification curriculum and experiences to better prepare teacher candidates for working in diverse school cultures will occur by responding to candidate evaluations of the teacher education program as a whole, as well as specific experiences in the senior year (community tour, community interviews, multicultural inquiry projects, community building and prejudice reduction workshop, course in Diverse School Cultures, poverty workshop and simulation, and Senior Block).	Senior Block faculty, Ms. Cantrell, Partner School Personnel	Ongoing
2. Courses will be modified to include teacher candidate research and inquiry related to culturally responsive teaching, especially as related to the Unit Work Sample completed by all candidates during the Senior Block.	Drs. Thomas and Schmidt.	Ongoing
3. Faculty, including adjuncts, who teach core and specialty courses in the master's programs will meet at least once annually to refine the incorporation of topics and experiences dealing with diversity.	Drs. Terry, Henderson, Heath, Hecker, Mahaffey, Carson, Muller, Bell, DeJong, Ritter	Ongoing

Objective 2: Continue to foster relationships with partner schools where teacher candidates can be mentored by experienced teachers demonstrating success with diverse student populations.

Action Steps	Responsible Person(s)	Date
1. Remain connected to Northwest Crescent Child Development & Family Services Center (Greenville County), offering focused opportunities for the faculty and candidates to continue to develop their cultural sensitivity, anti-bias dispositions, and skills in teaching/working with diverse populations.	Drs. DeJong and Stuart	Ongoing
2. Strengthen school partnerships with Title I schools to target: a) professional development of faculty and staff for effectively teaching students with diverse needs; b) modeling of best practices with diverse students for teacher candidates; c) sharing the responsibilities for renewing education at the schools and in the Teacher Education Program; and d) placing teacher candidates in schools with strong minority leadership and effective minority teachers.	Ms. Cantrell, local principals	Ongoing

Objective 3: Accelerate efforts to attract minorities into teaching by connecting with CERRA-sponsored programs (Teacher Cadets, Teaching Fellows), and Call Me Mister.

Action Steps	Responsible Person(s)	Date
1. Collaborate with CERRA staff to encourage minority Teaching Fellows to consider Furman University.	Ms. Shaleuly	Ongoing
2. Conduct targeted recruitment of attracting non-traditional candidates (i.e., historically under-represented groups) into the teacher education and school leadership programs.	Drs. Hecker, Terry, and Heath	Ongoing

Objective 4: Accelerate efforts to attract minorities into faculty vacancies in the Teacher Education Program.

Action Steps	Responsible Person(s)	Date
1. Continue to have Teacher Education representation on committees responsible for developing and maintaining the university's diversity plan, implementing educational strategies, and recruitment efforts.	Ms. Glenn	Ongoing
2. With the help of school district representatives, identify a pool of qualified minority educators who can be called on as adjuncts to teach in the teacher education program when adjunct faculty positions are available.	Dr. Hecker	Ongoing
3. Develop recruitment strategies that communicate the serious intention of Furman University to diversify its faculty and build a diverse community of faculty, staff, and students.	Dr. Hecker	Ongoing

Finally, the Unit recognizes the need for faculty to maintain their own professional development activities pertaining to diversity. To that end, members of the Education Department have been and/or currently involved in the following activities:

- participated in "Safe Zone" training and conducted two related workshops to educate and help students understand the meaning of advocacy for the GLBT community;
- attended a workshop "Understanding Mexican and African American mother's Beliefs about Play, Schooling, and Growing up Through Focus Groups," June 14, 2009, at the 18th National Institute for Early Childhood Professional Development, Charlotte Convention Center, Charlotte, North Carolina;
- hosted a roundtable on November 22, 2008, at the annual conference of the National Council of Teachers of English entitled "Let's Not Play These Kids Cheap: Generative Literacy Practices for All Children";
- presented three workshops on January 15-16, 2009, for Ridge View High in Columbia, South Carolina, that focused on poverty and literacy;
- read Two Cups of Tea with the Teaching Fellows cohort and discussed Greg Mortenson's efforts to build schools in Afghanistan and Pakistan, particularly for the education of girls;
- participated in a public discussion forum on April 8, 2008, about the so-called "Corridor of Shame" schools in South Carolina;
- serving on Furman's National Coalition Building Institute team and on the CERRA (Center for the Recruitment, Retention, and Advancement of Educators) board;
- serving as interviewers for Furman's Bridges to a Brighter Future Program (this program promotes college-readiness among at-risk adolescents);

- serving on School Improvement Committees at sites with high percentages of students on free and reduced lunches;
- participating in the ongoing activities of the National Network for Educational Renewal and the South Carolina Network for Educational Renewal (especially in regard to issues of equity and access);
- participated in a public presentation/discussion, "Spectators: Lynching in American History," on April 20, 2009;
- participated in a public presentation/discussion, "What is Hate Speech?," on March 18, 2009;
- participated in a public presentation/discussion, "Solutions to Poverty," on November 12, 2008;
- chaired a university-wide Constructive Disagreements Task Force;
- presented "Field Experiences that Shape Special Education Teachers" at the Teacher Education Division Conference of the Council for Exceptional Children, November, 2008, Dallas, Texas;
- served on the Greenville County School district's "Transition Team." This is comprised of university representatives, school district personnel, and representatives from county agencies to aid with the transition of high school students with disabilities into the work force or to college; and
- published (forthcoming) "Changing Instructional Strategies to Meet the Students' Needs" in Middle School Journal (September, 2009).

D. EDUCATION ECONOMIC DEVELOPMENT ACT (EEDA)

Furman continues to support the State Department of Education requirements regarding the Education and Economic Development Act and reports annually how this statute is covered through the Undergraduate Teacher Education Program and through the graduate program's Master of Arts concentration in School Leadership (**Attachment 5** for EEDA matrices). The new Ed. S. degree will also contribute to engaged discussion about the EEDA and its requirements. This additional matrix is provided in **Attachment 6**.

E. FIELD AND CLINICAL EXPERIENCES

Like the NCATE and ELCC approved Master of Arts program in School Leadership, the proposed Ed.S. degree program in Educational Leadership will require a 12-month, field-based internship with six degree credits assigned over two academic terms (9 months). The internship, EDSL 975 and EDSL 976 – The Superintendency in Practice, will include more than 300 required hours of field-based experiences and will be documented in the Internship Notebook assessment, detailed in section IV of this proposal. The Field Experience chart, included below, shows the planned hours of field experiences by course for the new program.

Field Experience Chart

Course	Type of Experience	Name of Activity or Assessment	Estimated # of hours
EDSL 975/976 – The Superintendency in Practice	Field	Year-long Internship : Internship Notebook completion with mentor and candidate surveys included	300
EDSL 854 – Leadership for Social Justice	Field	Group Site Visit - project	20
EDSL 855 – Leading School Renewal	Field	The Cultural Plunge – project	5-10
EDSL 856 – School Facilities Planning	Field	School Renewal Plan - project	10-20
EDSL 859 – The Superintendency	Field	District and community interviews - project	25
EDSL 879 – Advanced Seminar in Educational Leadership & Research	Field	Community Relations Plan (Individual project)	35
		District-wide Plan: Action-research project	40

F. PADEPP

Furman University's Master of Arts concentration in School Leadership integrates the state standards for principal performance as defined in the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) and requires candidates to complete a personal professional development plan as a key course assessment. The new Ed. S. program in Educational Leadership will expect an advanced understanding of the PADEPP standards and their implementation in regard to advanced supervision of building level principals and assistant principals. This will be integrated and assessed in course content within EDSL 853 – School Personnel Administration, EDSL 858 – Evaluation of School Programs and Personnel, and EDSL 859 – The Superintendency. Specific assessment requirements tied to NCATE standards and PADEPP are shown in section IV- NCATE and SPA standards (below).

G. PreK-12 ACADEMIC STANDARDS

All Furman education graduates know, understand, and must demonstrate the use of national and state student academic achievement standards for all subject areas in which they teach. The annual ongoing review of program assessments are a part of the Professional Education Unit's plan to assess candidate knowledge of standards. The master of arts program in School Leadership includes key assessments (as required and approved by NCATE) to assess candidate knowledge and understanding of academic achievement standards. The new Ed. S. program in Educational Leadership will also meet ELCC and ISLCC standards as required by NCATE for district-level administrators. As such, key components of these proposed assessments will be how well administrators assess program and teacher effectiveness in regards to standards *at the district level*.

Components within EDSL 852- Data Analysis for Educational Leadership, EDSL 855 – Leading School Renewal, and EDSL 857-Administrative Decision-making and Problem-solving focus on student achievement standards and instructional programs designed to meet those standards. Additional information on standards-based assessments are including in section IV- NCATE and SPA standards (below).

H. PROGRAM ADMISSION REQUIREMENTS (Advanced)

In order to be admitted to the Educational Specialist degree program in Educational Leadership at Furman University, a candidate must have:

- A Master's degree in school leadership or educational administration and supervision from an accredited college or university
- A graduate minimum GPA of 3.0 or higher
- A valid South Carolina Professional Certificate at the elementary, middle, or secondary level in elementary administration and supervision or secondary administration and supervision.
- Minimum qualifying score of 590 on the Praxis II area examination in Educational Administration, as required by the State Board of Education
- Two completed recommendations by current or former supervisors, or persons familiar with the candidate's leadership qualifications
- Completed the graduate application form
- Official transcripts from all colleges/universities attended

I. SOUTH CAROLINA SAFE SCHOOL CLIMATE ACT

The SC Safe School Climate Act will be addressed in EDSL 854- Leadership for Social Justice as well as EDSL 879 – Advanced Seminar in Educational Leadership and Research: Topics in Finance, Law, and Policy. All Furman master's candidates in School Leadership receive extensive instruction in this statute as part of EDSL 825- Schools and the Law.

Currently, an administrator of this proposed Ed. S. program (and one of the authors of this proposal) has had an article about the SC Safe School Climate Act accepted for publication in a peer-reviewed journal. The article, "Blocking the Bullies: Has SC's Safe School Climate Act (2006) Made Public Schools Safer?" has been accepted for publication in a special issue of The ClearingHouse on school law due in February 2010. The author surveyed more than 90 current and former school leadership candidates about their awareness of the statute, and its implementation in their schools and districts. Candidates in the proposed Educational Specialist program will have the opportunity to review this study and article, and work with the author on additional research into the issue of bullying, harassment, and intimidation in our public schools.

J. STANDARDS OF CONDUCT

At Furman, academic integrity is a serious matter. As university policy 121.5 states, "academic integrity is the foundation of the academic enterprise and essential both to the validity of the educational process and to the healthy functioning of the learning community." Accordingly, all members of the Furman community are responsible for understanding Furman's expectations, policies, and procedures regarding integrity in academic work, as well as for promoting and exemplifying the fundamental values of academic integrity: honesty, trust, respect, fairness, and responsibility ("The Fundamental Values of Academic Integrity," The Center for Academic

Integrity, Duke University, October 1999). These principles serve as the cornerstones of intellectual life in and out of the classroom at Furman. As an institution committed to excellence in higher education, as well as the development of personal responsibility, Furman expects all members of its community to uphold and comply with the highest standards of academic conduct. Violations of the ethical standards of the institution will have severe consequences.

Students at Furman have a serious responsibility to uphold academic integrity:

- First and foremost, candidates behave honorably in their own academic work. This means they must be aware of what constitutes academic misconduct.
- If a student is uncertain of what is permissible for a particular assignment, it is his/her responsibility to ask the instructor for clarification.
- All students should read all materials available to them regarding academic integrity (including all links on the "Student Information" portion of the web site). Ignorance of what constitutes academic misconduct is not an acceptable defense for violating the community standard.
- Students are charged to commit themselves to promoting academic integrity among their peers. Set the standard for honesty and encourage others to do the same.
- If a student suspects that a fellow student is cheating, he/she must notify the professor immediately.

Additional information on student codes of conduct may be found on the website at www.furman.edu/integrity.

IV. NCATE and SPA Standards (ELCC and ISLIC)

A. CONTEXT

NCATE requirements for the Context (Section I) of their report calls for information already included in this program proposal. The references are included below in order to save space in the document:

1. Description of any state or institutional policies that may influence the application of ELCC standards (included in **Section III, above**).
2. Description of the field and clinical experiences required for the program (included in **Section III-e, above**).
3. Description of the criteria for admission, retention, and exit from the program (included in **Section III-c, above**).
4. Description of the relationship of the program to the unit's conceptual framework (included in **Section II-b iii, above**).
5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system (included in **Section III-b, Assessment plan, above** and in **Sections IV-B through E, to follow**).

Attach the following contextual information:

1. A program of study (included in **Section II-d, above**).
2. Chart with number of candidates and completers (included in **section II-C enrollment projection, above**).
3. Chart on program faculty expertise and experience (included in **Section II-E, above**).

B. LIST OF ASSESSMENTS (Completion of Chart)

Next page, listed as Section II- List of Assessments

C. RELATIONSHIP OF ASSESSMENTS TO STANDARDS (Completion of Chart)

Next four pages, titled as Section III – Relationship of Assessments to Standards.

D. PLANNED EVIDENCE FOR MEETING STANDARDS

E. PLANNED USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

The following eight assessments are documented and organized according to NCATE specifications and include: brief description, description of how the assessment aligns with standards, plans for analysis of data findings (once program is approved and administered), and assessment attachments, including rubrics or scoring guides.

SECTION II— LIST OF ASSESSMENTS

In this section, list the 7-8 assessments that are being submitted as evidence for meeting the ELCC standards. All programs must provide a minimum of seven assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	Name of Assessment¹	Type or Form of Assessment²	When the Assessment Is Administered³
1	[Licensure assessment, or other content-based assessment] Praxis II – Educational Leadership: Administration and Supervision (0410)	Required State Licensure Test	Required for candidate to be admitted to the Ed. S. Program
2	[Assessment of content knowledge in educational leadership] School Renewal Plan	Project	When enrolled in EDSL 855
3	[Assessment of ability to design, align, and evaluate curriculum, guide professional learning] Final Examination	Comprehensive Examination	At the end of EDSL 855
4	[Assessment of internship/clinical practice] Evaluation of Superintendency Intern by Mentor	Performance Evaluation	Near the completion of EDSL 976
5	[Assessment of ability to support student learning and development] District Plan	Group Action Research Project	When enrolled in EDSL 879
6	[Content-based assessment – application of content] The Cultural Plunge	Project	When enrolled in EDSL 854
7	[Assessment of abilities in organizational management and community relations] Group Site Visit Project	Field Experience	When enrolled in EDSL 854
8	Additional assessment that addresses ELCC standards (<i>optional</i>) District and Community Relations Plan	Project	When enrolled in EDSL 859

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, action research, field experience, state licensure test, portfolio).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ELCC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ELCC standards.

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.	
1.1 Develop a District Vision of Learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
1.2 Articulate a District Vision of Learning.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
1.3 Implement a District Vision of Learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
1.4 Steward a District Vision of Learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
1.5 Promote Community Involvement in District Vision.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive district culture, providing effective instructional programs, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
2.1 Promote a Positive District Culture.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.2 Provide Effective Instructional Programs within District.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.3 Apply Best Practice to Student Learning.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
2.4 Design Comprehensive Professional Growth Plans.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources of a district in a way that promotes a safe, efficient, and effective learning environment.	
3.1 Manage the District Organization.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.2 Manage District Operations.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
3.3 Manage District Resources.	4 AND 8
Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
4.1 Collaborate with Families and Other Community Members.	<div> <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 </div> <div> <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8 </div>
4.2 Respond to Community Interests and Needs.	<div> <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 </div> <div> <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8 </div>
4.3 Mobilize Community Resources.	<div> <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 </div> <div> <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8 </div>
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner	
5.1 Acts with Integrity.	<div> <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 </div> <div> <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8 </div>
5.2 Acts Fairly.	<div> <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 </div> <div> <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8 </div>
5.3 Acts Ethically.	<div> <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 </div> <div> <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8 </div>

ELCC STANDARD

APPLICABLE ASSESSMENTS FROM SECTION II

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Educational Context.

<input type="checkbox"/>	#1	<input type="checkbox"/>	#2	<input type="checkbox"/>	#3	<input checked="" type="checkbox"/>	#4
<input checked="" type="checkbox"/>	#5	<input checked="" type="checkbox"/>	#6	<input checked="" type="checkbox"/>	#7	<input checked="" type="checkbox"/>	#8

6.2 Respond to the Larger Educational Context.

<input type="checkbox"/>	#1	<input type="checkbox"/>	#2	<input type="checkbox"/>	#3	<input checked="" type="checkbox"/>	#4
<input type="checkbox"/>	#5	<input checked="" type="checkbox"/>	#6	<input checked="" type="checkbox"/>	#7	<input checked="" type="checkbox"/>	#8

6.3 Influence the Larger Educational Context.

<input type="checkbox"/>	#1	<input type="checkbox"/>	#2	<input type="checkbox"/>	#3	<input checked="" type="checkbox"/>	#4
<input type="checkbox"/>	#5	<input checked="" type="checkbox"/>	#6	<input checked="" type="checkbox"/>	#7	<input type="checkbox"/>	#8

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.

<input type="checkbox"/>	#1	<input type="checkbox"/>	#2	<input type="checkbox"/>	#3	<input checked="" type="checkbox"/>	#4
<input checked="" type="checkbox"/>	#5	<input type="checkbox"/>	#6	<input type="checkbox"/>	#7	<input type="checkbox"/>	#8

ASSESSMENT #1

Section IV - Evidence for Meeting Standards

Praxis II - Educational Leadership: Administration and Supervision (0410)

A Brief Description of the Assessment and Its Use in the Program

The Praxis II licensure examination is required for admission to the Ed. S. Program in Educational Leadership. Applicants must have a passing score (S.C.) of 590 to be considered for admission.

The Alignment of the Assessment with Specific ELCC Standards Addressed by the Assessment

The Praxis II licensure examination *Educational Leadership: Administration and Supervision (0410)* aligns specifically with the majority of the ELCC Standards (1 -6) for the school district leadership level. The content categories and topics covered are readily available in a few ETS publications.

A Brief Summary of the Data Findings

Praxis II test data will be analyzed after the program begins and candidates have been admitted to the Ed. S. Program.

An Interpretation of How the Data Provides Evidence for Meeting ELCC Standards

This information will be available after candidates have been admitted.

ASSESSMENT #2

Section IV - Evidence for Meeting Standards

Course: EDSL 855 Leading School Renewal

Project: School Renewal Plan

A Brief Description of the Assessment and Its Use in the Program: This course is designed to examine the research and the processes that are important and significant for school improvement. A major project in this class is the development of a School Renewal Plan.

Assignment: School Renewal Plan

- A. Complete a five-year study of the four core curriculum subjects using your school's statewide test scores. (PACT/PASS, HSAP, or End of Course Tests) (ELCC 2.2b)
Look for trends and patterns in these scores. Select one core area for your Renewal Plan. (ELCC 2.3d)
- B. Develop a three-year plan of improvement in this area. This plan should include:
 1. Reasons why you selected this subject/area. (Justification) (ELCC 2.3d, 1.2b)
 2. A renewed school vision statement that supports this plan, along with a communication proposal for this vision. (ELCC 1.2b)
 3. Broad school goals/objectives for improvement in this subject/area for each of the three years.(ELCC 2.3a)
 4. Professional development plans to support these goals for each of the three years. (ELCC 2.4a)
 5. Necessary resources (materials/supplies) that will be needed to support these goals.(ELCC 2.2d)
 6. An explanation of school personnel involved in these goals. (ELCC 2.2d)
 7. A system for evaluating each aspect of the plan along with strategies for revisions.(ELCC 2.2c)
 8. A timeline for all of the above for the three years. (ELCC 2.2c)
 - a. Communication of vision/goals (ELCC 1.2c)
 - b. Goals (ELCC 2.3a)
 - c. Professional development (ELCC 2.3b, 2.4a)
 - d. Individual professional development plans (ELCC 2.3b, 2.4a)
 - e. Resources (ELCC 2.2d)
 - f. Personnel (ELCC 2.2d, 2.3b)
 - g. Evaluations/revisions (ELCC 2.2c)

The Alignment of the Assessment with Specific ELCC Standards Addressed by the Assessment

The performance tasks required to complete the assessment provide candidates with practice with content included in the following ELCC Standards:

Performance Task: School Renewal Plan

- 1) Data Analysis – 2.2b
- 2) Needs Assessment – 2.3d
- 3) Development of a renewed vision – 1.2b
- 4) Communication plan – 1.2c
- 5) Goals – 2.3a
- 6) Assisting Personnel – 2.3b
- 7) Professional Development – 2.4a
- 8) Allocation of Resources – 2.2d
- 9) Systems for evaluations – 2.2c

A Brief Summary of the Data Findings

Data for this Assessment will indicate that the students met the standards in these areas, once enough complete the program and data may be analyzed.

Scoring Guide/Criteria for Project

	PERFORMANCE TASK	EE Exceeds Expectations (10)	ME Meets Expectations (7)	DNME Does Not Meet Expectations (3)	SCORE
DATA ANALYSIS (FIVE-YEAR STUDY)	2.2 b. Candidate is able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	There is clear and consistent evidence that the candidate is able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	There is some evidence that the candidate is able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	There is little or no evidence that the candidate is able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	
DETERMINING AREAS OF NEED	2.3 d. Candidate demonstrates an understanding of how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	There is clear and consistent evidence that the candidate demonstrates an understanding of how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	There is some evidence that the candidate demonstrates an understanding of how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	There is little or no evidence that the candidate demonstrates an understanding of how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	

DEVELOPING A RENEWED VISION	1.2 b. Candidate demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	There is clear and consistent evidence that the candidate demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources.	There is some evidence that the candidate demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources	There is little or no evidence that the candidate demonstrates the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources.	
COMMUNICATING A RENEWED VISION	1.2 c. Candidate demonstrates the ability to communicate the vision to school boards, staff, parents, students, and community members, through the use of symbols, ceremonies, stories, and other activities.	There is clear and consistent evidence that the candidate demonstrates the ability to communicate the vision to school boards, staff, parents, students, and community members, through the use of symbols, ceremonies, stories, and other activities.	There is some evidence that the candidate demonstrates the ability to communicate the vision to school boards, staff, parents, students, and community members, through the use of symbols, ceremonies, stories, and other activities.	There is little or no evidence that the candidate demonstrates the ability to communicate the vision to school boards, staff, parents, students, and community members, through the use of symbols, ceremonies, stories, and other activities.	
GOALS FOR RENEWAL PLAN	2.3 a. Candidate demonstrates the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	There is clear and consistent evidence that the candidate demonstrates the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	There is some evidence that the candidate demonstrates the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	There is little or no evidence that the candidate demonstrates the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	
ASSISTING PERSONNEL	2.3 b. Candidate demonstrates the ability to assist school and district personnel in understanding and applying best practices for student learning.	There is clear and consistent evidence that the candidate demonstrates the ability to assist school and district personnel in understanding and applying best practices for student learning.	There is some evidence that the candidate demonstrates the ability to assist school and district personnel in understanding and applying best practices for student learning.	There is little or no evidence that the candidate demonstrates the ability to assist school and district personnel in understanding and applying best practices for student learning.	

PROFES- SIONAL DEVELOP- MENT PLANS	2.4 a. Candidate demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	There is clear and consistent evidence that the candidate demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	There is some evidence that the candidate demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	There is little or no evidence that the candidate demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	
Allocation of Resources	2.2 d Candidate demonstrates the ability to allocate and justify resources to sustain the instructional program.	There is clear and consistent evidence that the candidate demonstrates the ability to allocate and justify resources to sustain the instructional program.	There is some evidence that the candidate demonstrates the ability to allocate and justify resources to sustain the instructional program.	There is little or no evidence that the candidate demonstrates the ability to allocate and justify resources to sustain the instructional program.	
Systems for Evaluating Goals	2.2 c. Candidate demonstrates the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	There is clear and consistent evidence that the candidate demonstrates the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	There is some evidence that the candidate demonstrates the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	There is little or no evidence that the candidate demonstrates the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	

ASSESSMENT #3

Section IV - Evidence for Meeting Standards

EDSL 855: Leading School Renewal

Final Exam

A Brief Description of the Assessment and Its Use in the Program

This course is designed to examine the research and processes that are important and significant for school improvement. The final exam is a comprehensive assessment of the course.

Leading School Renewal Final Exam

Your district has just received its annual state test scores and district report card. The school district did not meet AYP and three schools in the district have been designated as At-Risk, including an elementary school, a middle school, and a high school. Your district superintendent has charged you with leading a district school renewal program for these three schools. Develop a school renewal plan for these three schools.

Your plan should include the following components:

- The development of a vision for learning that focuses on multiple aspects of diversity in order to meet the needs of all students in a positive school culture (ELCC 1.1.a., 1.1.b., 1.1.c., 1.1.d., 2.1. a.)
- The development of district-wide procedures that lead to data-driven decision making processes for all instructional programs (ELCC 1.4.a., 1.4.b., 2.2. a.)
- A procedure for developing long-range plans to assess the district's improvement and accountability system (ELCC 2.2 b.)
- The implementation of a technology infrastructure that would assist district schools with obtaining accurate and comprehensive data in order to develop long-range plans for improved student achievement (ELCC 2.2 c.)
- A district-wide plan for allocating the necessary resources for a fair and equitable instructional program that meets the needs of all learners (ELCC 2.2 d.)
- The implementation of research-based programs that use best practices and sound educational research to improve curriculum practices within all three schools (ELCC 1.3.a., 1.3.b., 2.3 a. 2.3.c.)
- A method to assist district and school personnel in understanding and applying best practices for student learning (ELCC 2.3 b.)
- The development of appropriate strategies to profile student performance with an emphasis on subgroups (ELCC 2.3 d.)
- A design for professional development activities that emphasizes adult learning, new knowledge, authentic problem solving, and collegiality (ELCC 2.4 a., 2.4.b., 2.4.c.)
- A district-wide plan for seeking input and communicating the vision from all stakeholders in order to positively affect student achievement (ELCC 1.2.a., 1.2.b., 1.2.c., 4.1 a.)

Please designate the timeline for implementation of each component, along with the resources necessary for completion. Be as specific as possible with your renewal plans.

The Alignment of the Assessment with Specific ELCC Standards Addressed by the Assessment

The performance tasks required to complete the assessment provide candidates with practice with content included in the following ELCC Standards:

Performance Tasks:

- 1) Plan for developing a vision of learning in a positive school culture – 1.1.a., 1.1.b., 1.1.c., 1.1.d., 2.1.a.
- 2) Data-driven decision making processes – 1.4.a., 1.4.b., 2.2.a.
- 3) Long range plans for assessment – 2.2.b.
- 4) Technology infrastructure – 2.2.c.
- 5) Allocation of resources – 2.2.d.
- 6) Research-based instructional programs – 1.3.a., 1.3.b., 2.3.a, 2.3.c.
- 7) Assisting school personnel with best practices – 2.3.b.
- 8) Profiling student performance – 2.3.d.
- 9) Professional development – 2.4.a, 2.4.b., 2.4.c.
- 10) Input and communication plan – 1.2.a., 1.2.b., 1.2.c., 4.1.a

A Brief Summary of the Data Findings

Data for this Assessment will indicate that the students met the standards in these areas, once enough complete the program and data may be analyzed.

Scoring Guide/Criteria for Final Exam

	PERFORMANCE TASK	EE Exceeds Expectations (10)	ME Meets Expectations (7)	DNME Does Not Meet Expectations (3)	SCORE
A VISION FOR LEARNING IN A POSITIVE CULTURE THAT MEETS THE NEEDS OF ALL STUDENTS	1.1. a., 1.1. b., 1.1.c., 1.1. d., 2.1 a. Candidate develops a vision for learning that focuses on multiple aspects of diversity to meet the learning needs of all students in a positive school culture.	There is clear and consistent evidence that the candidate can develop a vision for learning that focuses on multiple aspects of diversity to meet the learning needs of all students in a positive school culture.	There is some evidence that the candidate can develop a vision for learning that focuses on multiple aspects of diversity to meet the learning needs of all students in a positive school culture.	There is little or no evidence that the candidate can develop a vision for learning that focuses on multiple aspects of diversity to meet the learning needs of all students in a positive school culture.	
DATA-DRIVEN DECISIONS	1.4. a., 1.4. b., 2.2 a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.	There is clear and consistent evidence that the candidate demonstrates an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.	There is some evidence that the candidate demonstrates an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.	There is little or no evidence that the candidate demonstrates an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.	

LONG-RANGE PLANS TO ASSESS DISTRICT ACCOUNTABILITY SYSTEMS	2.2 b. Candidate is able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	There is clear and consistent evidence that the candidate is able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	There is some evidence that the candidate is able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	There is little or no evidence that the candidate is able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.	
TECHNOLOGY INFRA-STRUCTURE	2.2 c. Candidate demonstrates the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	There is clear and consistent evidence that the candidate demonstrates the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	There is some evidence that the candidate demonstrates the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	There is little or no evidence that the candidate demonstrates the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	
ALLOCATION OF RESOURCES	2.2 d Candidate demonstrates the ability to allocate and justify resources to sustain the instructional program.	There is clear and consistent evidence that the candidate demonstrates the ability to allocate and justify resources to sustain the instructional program.	There is some evidence that the candidate demonstrates the ability to allocate and justify resources to sustain the instructional program.	There is little or no evidence that the candidate demonstrates the ability to allocate and justify resources to sustain the instructional program.	
THE USE OF BEST PRACTICES AND RESEARCH BASED PROGRAMS	1.3. a., 1.3. b., 2.3 a., 2.3. c. Candidate demonstrates the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	There is clear and consistent evidence that the candidate demonstrates the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	There is some evidence that the candidate demonstrates the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	There is little or no evidence that the candidate demonstrates the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	
PLAN FOR ASSISTING PERSONNEL WITH BEST PRACTICES	2.3 b. Candidate demonstrates the ability to assist school and district personnel in understanding and applying best practices for student learning.	There is clear and consistent evidence that the candidate demonstrates the ability to assist school and district personnel in understanding and applying best practices for student learning.	There is some evidence that the candidate demonstrates the ability to assist school and district personnel in understanding and applying best practices for student learning.	There is little or no evidence that the candidate demonstrates the ability to assist school and district personnel in understanding and applying best practices for student learning.	

PROFILE STUDENT PERFORMANCE IN ALL SUBGROUPS	2.3 d. Candidate demonstrates an understanding of how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	There is clear and consistent evidence that the candidate demonstrates an understanding of how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	There is some evidence that the candidate demonstrates an understanding of how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	There is little or no evidence that the candidate demonstrates an understanding of how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	
PROFESSIONAL DEVELOPMENT PROCESSES	2.4 a., 2.4. b., 2.4. c. Candidate demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	There is clear and consistent evidence that the candidate demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	There is some evidence that the candidate demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	There is little or no evidence that the candidate demonstrates knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	
INPUT AND COMMUNICATION WITH STAKE-HOLDERS	1.2. a., 1.2. b., 1.2. c., 4.1 a Candidate demonstrates the ability to facilitate and articulate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.	There is clear and consistent evidence that the candidate demonstrates the ability to facilitate and articulate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.	There is some evidence that the candidate demonstrates the ability to facilitate and articulate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.	There is little or no evidence that the candidate demonstrates the ability to facilitate and articulate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.	

ASSESSMENT #4

Section IV - Evidence for Meeting Standards

EDSL 976 - The Superintendency in Practice

Evaluation of the Superintendency Intern by the Mentor

A Brief description of the Assessment and Its Use in the Program

Assessment #4 is an evaluation form that is used by the mentor (district level supervisor) to assess the performance of the candidate (intern) at the conclusion of the superintendency internship (EDSL 975 and EDSL 976: The Superintendency in Practice). The evaluation is based on the mentor's evaluation/observation of the candidate's performance. The assessment is aligned specifically with all of the ELCC Standards (1.-6). The candidate (intern) is required to provide the mentor with a documentation form which indicates how each standard has been met.

The Alignment of the Assessment with Specific ELCC Standards Addressed by the Assessment

The assessment is aligned specifically to each of the following ELCC Standards (*Elements*): 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

A Brief Summary of the Data Findings

Data for this assessment will be available after the first class completes the superintendency internship.

An Interpretation of How the Data Provides Evidence for Meeting ELCC Standards

Data from the assessment will be interpreted after the first class completes the superintendency internship.

How the Internship Meets ELCC Standards 7.1, 7.2, 7.4, 7.5, and 7.6

7.1

Our candidates (interns) will be given the opportunity for leading, facilitating, and making decisions typical of those made by educational leaders at the school district level. While there will be some conditions imposed because of legal ramifications, our candidates will be exposed to a variety of educational leadership experiences. The internship for our candidates will be a 12-month experience, beginning in April and extending to the next April.

7.2

Candidates will participate in planned practicum experiences in several courses in the program: EDSL 854 - Leadership for Social Justice; EDSL 855 - Leading School Renewal; EDSL 856 - School Facilities Planning; and EDSL 859 - The Superintendency. There is, of course, a 12-month superintendency internship (EDSL 975 and EDSL 976) near the conclusion of the program.

7.4

Candidates will be assigned to a school district and will have experiences in multiple administrative areas and settings; candidates will also have experiences with appropriate community organizations, parent groups, and the school board.

7.5

The experiences for candidates will be planned cooperatively by the intern, the mentor (site supervisor), and the university supervisor. The university supervisor will provide training for the mentors. We will use the group model and the one-on-one model, if needed.

7.6

Our candidates will earn six (6) hours of graduate credit over two terms: EDSL 975 and EDSL 976. They will receive a letter grade each term.

The rubric for this assessment (Evaluation by Mentor) along with the entire Internship Notebook is included as ATTACHMENT 8 at the end of this document.

ASSESSMENT #5

Section IV - Evidence for Meeting Standards

EDSL 879: Advanced Seminar in Educational Leadership: Topics in Finance, Law, & Policy

District Plan – Group Action Research Project

A Brief Description of the Assessment and Its Use in the Program

This course is designed to coincide with the Superintendency in Practice (EDSL 976) and serves as the culminating experience in the Ed. S. Program. Seminar meetings will be held to share experiences, engage in discussions related to practice in educational leadership/administration and student services, and the development of plans and policies for the individual school districts in which the candidates are serving.

Assignment: **Group Project: District Wide Strategic Plan (50 points):**

This is a group project, and you will be asked to work collaboratively. One grade will be given to the group. Groups will be formed (along district lines) and will develop and present an aspect of policy and planning that supports student learning for their assigned districts. Be sure to cite relevant literature and include a reference page. (This may be an outgrowth of the analysis essay assignment or based on experiences in the internship.) The goal is to provide a real solution to a real challenge observed and documented within the district. As a class, we will critique and synthesize the group's project with feedback. Then, each group will revise and prepare a presentation for their group district's central leadership team(s).

The Alignment of the Assessment with Specific ELCC Standards Addressed by the Assessment

The performance tasks required to complete the assessment provide candidates with practice with content included in the following ELCC Standards:

Performance Tasks: Group Project

- 1) Statement of the Problem – 1.1c, d; 2.3a, 4.1b
- 2) Lit review and implications – 1.4a,b; 3.1a; 6.1a,d,f
- 3) Written plan with goal statements – 1.2a; 2.2 b; 2.3b; 3.1a,b,c; 3.2c; 6.1g
- 4) Implementation Timeline – 1.3a,b; 3.1c; 3.2a,b,c; 4.1c; 4.3c
- 5) Summary, presentation, and references - 7.1a, 7.3a, 7.4a,b

A Brief Summary of the Data Findings

Data for this Assessment will indicate that the students met the standards in these areas, once enough complete the program and data may be analyzed.

Scoring Guide/Criteria for the Group Site Visit Project
EDSL 854: Leadership for Social Justice

Performance Task	EE	ME	DNME
Statement of the problem/issue Aspect of policy/programs most affected by the problem (needs assessment) (1.1c,d; 2.3a; 4.1b)	Problem clearly addresses sound educational research to improve instructional programs; Aspect of policy demonstrates research-based knowledge of issues and treads to have a positive effect on student learning and is based on the district vision and resources. 5-7 points	Adequately addresses sound educational research to improve instructional programs; Aspect of policy adequately demonstrates research-based knowledge of issues and treads to have a positive effect on student learning and is based on the district vision and resources. 2-4 points	Does not adequately address sound educational research to improve instructional programs; Aspect of policy does not demonstrates research-based knowledge of issues and treads to have a positive effect on student learning 0-1 point
Literature review and summary of implications (1.4a,b; 3.1a; 6.1a,f)	Excellent use of research methods, theories, and concepts to improve district operations are cited and aligned with district's vision; Data management to optimize learning for all is evident. Legal aspects, if affected, are cited. 9-10 points	Adequate use of research methods, theories, and concepts to improve district operations are cited and aligned with district's vision; Legal aspects, if affected, are cited. 6-8 points	Research methods, theories, and concepts to improve district operations are not cited or are insufficient. Legal aspects, if affected, are not cited. 5 points or fewer
Planning for the district – specific goals and action plans to ‘correct’ the problem and/or address the policy issue – should include factors such as student learning outcomes, district budget, demographics, SES, staffing issues and qualifications, challenges, etc., if applicable. (1.2 a;2.2 b,2.3b; 3.1a,c;3.2c; 6.1g)	Long-range plan is clearly developed (and tied to district's vision) using appropriate methods that assists the district in applying best practices for student learning, using teaching, student development and data management to maximize financial resources to promote student achievement; A clear communication plan is included; The plan clearly shows how the proposed changes would benefit the district. 18-20 points	Long-range plan is developed (and tied to district's vision) using appropriate methods that assists the district in applying best practices for student learning, using teaching, student development and data management to maximize financial resources to promote student achievement; An adequate communication plan is included; The plan may not clearly show how the proposed changes would benefit the district. 10-17 points	Long-range plan is developed but may not use appropriate methods that assists the district in applying best practices for student learning, using teaching, student development and data management to maximize financial resources to promote student achievement; A communication plan may or may not be included; The plan does not show how the proposed changes would benefit the district effectively. 9 points or fewer

Provide a timeline for implementation (1.3a,b; 3.1c; 3.2a,b; 4.1c; 4.3c)	<p>The timeline expertly shows how resources are aligned with the district's vision, with stakeholder ability, and that support group coordination was used in planning for implementation: marketing and community relations as well as funding and use of resources (financial, human, and time) are clearly included in the implementation plan.</p> <p>6-7 points</p>	<p>The timeline shows how resources are aligned with the district's vision, with stakeholder ability, and adequately show how support group coordination was used in planning for implementation: marketing and community relations as well as funding and use of resources (financial, human, and time) are adequately included in the implementation plan.</p> <p>3-5 points</p>	<p>The timeline does not show how resources are aligned with stakeholder ability. Support group coordination may not have been used in planning for implementation: marketing and community relations as well as funding and use of resources are not clearly included in the implementation plan.</p> <p>2 points or fewer</p>
Summary, presentation, and References (7.1a, 7.3a, 7.4a,b)	<p>Demonstrates a clear ability to lead, facilitate, and make district level decisions; applies standards-based decisions as well as demonstrates relevant skills effectively.</p> <p>4-6 points</p>	<p>Adequately demonstrates the ability to lead, facilitate, and make district level decisions; applies standards-based decisions as well as demonstrates relevant skills adequately.</p> <p>2-3 points</p>	<p>The project summary and its presentation do not show that the candidate has the ability to lead, facilitate, and make district level decisions, apply standards-based decisions, or demonstrates relevant skills.</p> <p>1 point</p>
Total Points (50)	42 – 50 points	19 – 41 points	0 – 18 points

EE = Exceeds Expectations

ME = Meets Expectations

DNME = Does Not Meet Expectations

ASSESSMENT #6

Section IV - Evidence for Meeting Standards

EDSL 854: Leadership for Social Justice

The Cultural Plunge

A Brief Description of the Assessment and Its Use in the Program

EDSL 854 is a course designed to provide a contemporary and prospective examination of the social, cultural, political, economical and philosophical contexts from which the current issues that affects schools and schooling have evolved. This course is for individuals desiring advanced careers as educational leaders and superintendents, and as such, requires critical thought and systematic reflection. Students will be introduced to a variety of ideas, values, and beliefs surrounding social life, cultural identity, educational reform, and some historical practices. They will then be challenged to explore these constructs from numerous, diverse, and changing perspectives.

Assignment: The purpose of this assignment is to provide you with an educational experience of cultures different from your own. Based on your own self-assessment of your level of experience, comfort, awareness, and knowledge, decide which activity from those described below would be most beneficial to you in terms of furthering your awareness. Your goal is to select an activity that will challenge you to move beyond your present level of comfort, knowledge, and awareness, and yet not be so uncomfortable or threatening that you are unable to be open to the “minority experience.” This direct contact plunge involves a cross-cultural encounter, “up close and personal.”

The Alignment of the Assessment with Specific ELCC Standards Addressed by the Assessment

The performance tasks required to complete the assessment provide candidates with practice with content included in the following ELCC Standards:

Note Card Headings:

- Value to you (i.e. what did you learn? Have you changed as a result of the activity? What new educational understandings do you have? 2.4c, 5.1a, 6.1b, 6.1f, 6.2c, 6.3b.
- Relationship of the experience to specific class readings and discussions, and implications for you as an educational leader: 6.1a, 6.1b, 6.1c, 6.1g, 6.2b, 6.2c, 6.3a, 6.3b.

A Brief Summary of the Data Findings

Data for this Assessment will be assessed once the first candidates have completed the course.

Scoring Guide/Criteria for The Cultural Plunge

EDSL 854: Leadership for Social Justice

Write a set of note-cards that address the following areas and be prepared to present to the class any or all of the sub-headings.

Note Cards	EE	ME	DNME
1. A Description (brief) of the Experience 2. Reasons for selecting the experience, why you expected it to push your 'comfort zone,' and if it did, how? (Total of 3 pts.)	Clearly described the experience and reasons for selecting this one, as well as why it pushed the 'comfort zone.' 3 points	Described reasons for selecting the experience, but additional information was not provided. 2 points	Description and reasons for choosing were inconsistent or non-evident. 0 – 1 point
3. Your assumptions and biases about the focal community members and how they were challenged by this experience (if they were). (6.1a, 6.2b) (Total of 3 pts.)	Assumptions and biases were honestly and clearly presented and discussed. The challenge of the experience was evident. 3 points	Assumptions and biases were presented. Challenge was addressed. 2 points	Assumptions and biases were not presented or discussed. Challenge of the experience was not addressed. 0 – 1 point
4. Your emotional response to The Plunge (i.e. before, during, and after such as fear, anxiety, surprise, shock, disturbed, comfort) (5.1a; 6.1b, 6.3b) (Total of 3 pts.)	An honest reflection on all emotional aspects of the experience was presented. 3 points	Candidate attempted to present the emotional response but was inconsistent in presentation. 2 points	Candidate was unable to provide or unwilling to offer reflections on the emotional response to the experience. 0 – 1 point
5. Value to you (i.e. what did you learn? Have you changed as a result of the activity? What new educational understandings do you have? (6.1c, f, g; 6.2b,c; 6.3a,b) (Total of 5 pts.)	Candidates clearly applied understanding of the larger political, social, economic, legal, and cultural contexts in their reflections and evidenced an awareness of the effects of poverty on families, children, their communities, and their learning. 5 points	Candidates showed some awareness of the effects of all contexts in their reflection but were less clear as to how the activity changed awareness or understanding. 3-4 points	There is little, limited, or no evidence that cultural relevance or awareness was affected by the candidates experience or reflection as presented. 0 – 2 points
6. Relationship of the experience to specific class readings and discussions, and implications for you as an educational leader. (2.4c; 6.1a,b) (Total of 3 pts.)	There is clear, convincing, and consistent evidence that the candidates may advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of background based on this reflection and personal professional growth plans. 3 points	There is clear evidence that the candidates may advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of background based on this reflection and personal professional growth plans. 2 points	There is little, limited, or no evidence that the candidates may advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of background based on this reflection. 0 – 1 point
Total Points (20)	20points	11 – 12points	0 – 6 points

EE = Exceeds Expectations

ME = Meets Expectations

DNME = Does Not Meet Expectations

ASSESSMENT #7

Section IV - Evidence for Meeting Standards **EDSL 854: Leadership for Social Justice** **Group Site Visit Project**

A Brief Description of the Assessment and Its Use in the Program

EDSL 854 is a course designed to provide a contemporary and prospective examination of the social, cultural, political, economical and philosophical contexts from which the current issues that affects schools and schooling have evolved. This course is for individuals desiring advanced careers as educational leaders and superintendents, and as such, requires critical thought and systematic reflection. Students will be introduced to a variety of ideas, values, and beliefs surrounding social life, cultural identity, educational reform, and some historical practices. They will then be challenged to explore these constructs from numerous, diverse, and changing perspectives.

Assignment: Each group (of 3-5 class members) will select one social context issue to study in depth. You will conduct the class on the day your chosen group is scheduled. You are expected to find, assign, and distribute additional, pertinent readings so that you can present that social issue and its impact on the educational, school, and advancement of children across the US. (Personal narratives are very effective.) For the history, present no more than 3-5 important historical events and 3-5 major educational policies that will help us understand how that social context issue has evolved and how history lives on and affects the present (i.e., philosophically, economically, politically, socially, and culturally).

The Alignment of the Assessment with Specific ELCC Standards Addressed by the Assessment

The performance tasks required to complete the assessment provide candidates with practice with content included in the following ELCC Standards:

Performance Task:

- 1) Content – 3-5 major historical/educational policies: 6.1c, 6.1g, 6.2b, 6.3a.
- 2) Content – 3-5 culturally relevant and effective teaching strategies: 2.3c, 5.2a, 6.1b, 6.1f, 6.2b, 6.3b.
- 3) Content – other pertinent topics addressed: 5.3a, 6.1a, 6.1b, 6.1c., 6.1g, 6.2b, 6.2c, 6.3a, 6.3b.

A Brief Summary of the Data Findings

Data for this Assessment will be analyzed for student performance on the above-mentioned standards once the first candidates have completed the course.

Scoring Guide/Criteria for the Group Site Visit Project
EDSL 854: Leadership for Social Justice

Performance Task	EE	ME	DNME
1. Organization of the site visit, logistics, directions, arrangements. (Total of 5 pts.)	Organization – prior arrangements were made, all arrived on time, all went well. 5 points	Some efforts to organize in advance were evident. 3-4 points	Poor logistical arrangements. All did not arrive and/or attend. 0 – 2 points
2. Organization of presentation – pace, flow, timing, information. (6.2a) (Total of 10 pts.)	Excellent presentation- all parts were present, flow/pace was good, all participated. 10 points	Presentation was well done, but some parts were inconsistent. 6 – 9 points	Organization of presentation was weak; flow, timing, or information was inconsistent. 0 – 5 points
3. Organization of Group – Balanced involvement of members. (Total of 5 pts.)	All members participated equally and showed uniform involvement. 5 points	Some members clearly took more of a lead than others, inconsistent involvement of members. 3-4 points	Group was unbalanced; evident that some clearly did more than others. Inconsistent output. 0 – 2 points
4. Content – 3-5 major historical/educational policies (6.1a,b; 6.2b,6.3a) (Total of 5 pts.)	Candidates clearly applied understanding of the larger political, social, economic, legal, and cultural contexts in their activities and proposed policies. 5 points	Most, but not all contexts were addressed. 3-4 points	There is little, limited, or no understanding of the larger contexts in the activities and proposed policies. 0 – 2 points
5. Content – 3-5 <i>culturally relevant and effective</i> teaching strategies. (2.3c; 5.2a;6.1f) (Total of 3 pts.)	Candidates clearly showed understanding of the effects of poverty and other disadvantages and their effects on families, children, and their learning as well as concern for diversity in the learning process. 5 points	Candidates showed some awareness of the effects of poverty on learning in their teaching strategies as well as concern for diversity in the learning process. 3-4 points	There is little, limited, or no evidence that cultural relevance or awareness was integrated into the strategies. 0 – 2 points
6. Content – other pertinent topics addressed (values, stereotypes, demographic information, contributions, social advocacy, experiences, etc.) (5.3a; 6.1c,g; 6.2c, 6.3b) (Total of 5 pts.)	There is clear, convincing, and consistent evidence that the candidates make decisions based on ethical principles and may advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of background. 5 points	There is clear evidence that the candidates make decisions based on ethical principles and may advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of background. 3-4 points	There is little, limited, or no evidence that the candidates may advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of background. 0-2 points

7. Efforts to make class interesting and keep peers involved (reading assignment, activities, enthusiasm, use of varied methods).	Class was effectively and consistently engaged and involved with the presentation.	Class was involved with the presentation.	There was little or limited effort to involve the members of the class in the presentation. Lack of variety in presentation.
(Total of 5 pts.)	5 points	3-4 points	0-2 points
Total Points (40)	40 points	24 - 33 points	0 - 17 points

EE = Exceeds Expectations

ME = Meets Expectations

DNME = Does Not Meet
Expectations

ASSESSMENT #8

Section IV - Evidence for Meeting Standards

EDSL 859 - The Superintendency

Individual Project - District and Community Relations Plan

A Brief Description of the Assessment and Its Use in the Program

EDSL 859 - The Superintendency will provide candidates with a number of opportunities to be involved in the important tasks of educational leadership. According to the author of one of our textbooks, Elaine Wilmore, the days are gone when school superintendents could operate their districts in a vacuum as a single unit apart from others. Today's school districts have become collaborative entities with local, state, and federal agencies and in alliance with other school districts, families, community groups, social agencies, and higher education. With increasing student populations; more diversity; complex causes and consequences of poverty; and vast differences among peoples, cultures, and learning styles, it is essential that we seek to maximize all our constituencies' understanding of, responses to, and influences of political, social, economic, legal, and cultural entities for the joint goal of improving education for all students and thereby improving student achievement. The purpose of this project - a district and community relations plan, is to give the candidate an opportunity to explore ways of doing just what has been described.

Assignment: District and Community Relations Plan

Develop a District and Community Relations Plan which promotes more effective communication with your school district and community. Your plan should be comprehensive and should include each of the components listed below, with appropriate discussion, examples, procedures and processes, and recommendations. You may choose the format for your plan.

1. Student and family demographic data - population, language, special needs, gender, race/ethnicity, socio-economic level (4.1)
2. An analysis of community needs (4.2)
3. Three existing programs that involve community members in the realization of the vision of the district and in related district improvement efforts [If there are none, give recommendations.] (1.5)
4. A brief outline of a communication plan for faculty and administrators that includes opportunities for faculty and administrators to develop family and community collaboration skills (3.2)
5. Three existing programs that involve families in the education of their children based on the belief that families have the best interests of their children in mind [If there are none, give recommendations.] (4.1h)
6. The use of public information and research-based knowledge of issues and trends to collaborate with families and other community members (4.1b)

7. The use of collaboration with community agencies to integrate health, social, and other services (4.1f)
8. The use of media resources (4.1g)
9. Interactions with individuals and groups with conflicting perspectives (4.2c)
10. Strategies for capitalizing on the diversity (cultural, ethnic/racial, economic, and special interest groups) of the school programs and meet the diverse needs of all students (4.1e)
11. The use of community resources, including youth services, to support student achievement, solve school problems, and achieve school goals (4.3a)
12. Issues related to poverty and other disadvantages (6.1b)
13. Strategies for engaging students, parents, school board, and other community members in advocacy for adoption of improved policies and laws (6.2a)
14. Methods that may be used to communicate on a regular basis with all segments of the district community concerning trends, issues, and policies affecting the district (6.2c)
15. Methods, procedures, and processes that may be used to assist district personnel and community members in understanding the complexities of school finance so as to assist the district in receiving adequate financial resources (3.3)

The Alignment of the Assessment with Specific ELCC Standards Addressed by the Assessment

The performance tasks required to complete the assessment provide candidates with practice with content included in the following ELCC Standards: 1.5a, 3.2, 3.3, 4.1, 4.2, 4.3, 6.1b, 6.2a, 6.2c

A Brief Summary of the Data Findings

Data for this assessment will be available after the first class completes EDSL 859 - The Superintendency.

An Interpretation of How the Data Provides Evidence for Meeting ELCC Standards

Data from the assessment will be interpreted after the first class completes EDSL 859 - The Superintendency.

Scoring Guide/Criteria for the District and Community Relations Plan - #8
EDSL 859 - The Superintendency

Components	EE (5 points)	ME (3-4 points)	DNME (0-2 points)	Points
1. Student and family demographic data (4.1)	Provides a very comprehensive reporting of this data, using contemporary research-based techniques and technology.	Provides this data in a very general but useful way.	Provides very little useful data.	
2. Analysis of community needs (4.2)	Collects and analyzes data from community stakeholders or on community resources to support planning and program development.	Shows an understanding of how pertinent community interests and needs impact the educational program; solicits feedback from the community regarding program development and school performance.	Shows little awareness of or responsiveness to specific community needs.	
3. Programs for involvement of community members (1.5)	Identifies three programs or makes recommendations if there are no programs.	Identifies one or two programs or makes one or two recommendations if there are no programs.	Does not address this component.	
4. Outline of a communications plan (3.2)	Provides an exemplary outline which will strengthen communications between the school district and the larger community.	Provides an outline which includes key communication processes and procedures.	Provides a very sketchy or poorly conceived outline.	
5. Programs that involve families in the education of their children (4.1h)	Identifies three programs or makes recommendations if there are no programs.	Identifies one or two programs or makes one or two recommendations if there are no programs.	Does not address this component.	

6. Use of public information (4.1b)	Provides for an exemplary platform for the use of public information and research-based knowledge of issues and trends to collaborate with community members and community organizations.	Provides for an adequate platform for the use of public information and research-based knowledge of issues and trends to collaborate with community members and community organizations.	Does not provide for a platform for the use of public information or provides for a platform that provides little or no direction to community members.	
7. Collaboration with community agencies to integrate health, social, and other services (4.1f)	Provides effective techniques to fully integrate a variety of community groups in school programs to improve student achievement.	Provides techniques to integrate a variety of community groups in school programs to improve student achievement.	Does not provide techniques to integrate community agencies.	
8. Use of media resources (4.1g)	Provides for the use of exemplary media resources.	Provides for the use of adequate media resources.	Provides for little or no use of media resources.	
9. Dealing with individuals and groups with conflicting perspectives (4.2c)	Provides a variety of outstanding conflict management techniques.	Provides an adequate number of conflict management techniques.	Provides few or no conflict management techniques.	
10. Strategies for capitalizing on diversity (4.1e)	Provides outstanding strategies for capitalizing on diversity.	Provides adequate strategies for capitalizing on diversity.	Provides poorly conceived strategies for capitalizing on diversity or no strategies are provided.	
11. Use of community resources (4.3a)	Provides for the utilization of a variety of outstanding community resources to enhance student achievement.	Provides for an adequate use of several community resources.	Provides no examples or those provided are inadequate for enhancing student achievement in the district.	
12. Issues related to poverty and other disadvantages (6.1b)	Provides exemplary ways of demonstrating integrity in ensuring that all students and families are treated fairly, equitably, and with dignity.	Provides adequate ways of demonstrating integrity in ensuring that students and families are treated fairly, equitably, and with dignity.	Provides limited evidence to ensure that students and families will be treated fairly, equitably, and with dignity.	

13. Strategies for engaging individuals in advocacy for adoption of improved policies and laws (6.2a)	Provides strategies that are clearly exemplary in terms of engaging individuals in advocacy for adoption of improved policies and laws.	Provides strategies that are adequate in terms of engaging individuals in advocacy for adoption of improved policies and laws.	Does not provide strategies for engaging individuals in advocacy for adoption of improved policies and laws or those provided are poorly stated.	
14. Methods used to communicate with all segments of the district community concerning trends, issues, and policies affecting the district (6.2c)	Provides research-based methods that may be used to communicate with all segments of the district community concerning trends, issues, and policies affecting the district.	Provides adequate methods that may be used to communicate with all segments of the district community concerning trends, issues, and policies affecting the district.	Does not provide methods or those provided are clearly insufficient.	
15. Methods, procedures, processes used to assist in an understanding of school finance and its importance (3.3)	Identifies creative methods, procedures, and processes to advocate for adequate funding for school programs.	Identifies traditional methods, procedures, and processes to advocate for adequate funding for school programs.	Does not address the component.	
Overall Plan	Makes use of contemporary, research-based techniques and technology.	Provides a comprehensive, traditional community relations plan.	The overall plan lacks organization and research-based techniques.	
Total Points				

EE = Exceeds Expectations ME = Meets Expectations DNME = Does Not Meet Expectations

Total of 80 Points [EE = 75 -80; ME = 48-74; DNME = 0-47]